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ABSTRACT

This criteria check list is divided into ten sections: accountability, community, curriculum desegregation, inservice, leadership, parents, school finance, students and teachers. Each section contains behavioral criteria which speak to the levels of commitment or action that a local Board candidate from a Third World perspective should exemplify in a given area. The ratings for candidates by this criteria are outstanding, favorable, average, and unacceptable. Directions on computing the score are provided. (Author/AM)

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CRITERIA CHECK LIST FOR ASSESSING LOCAL BOARD OF EDUCATION CANDIDATES

FROM A THIRD WORLD PERSPECTIVE

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CRITERIA CHECKLIST FOR ASSESSING LOCAL BOARD OF EDUCATION CANDIDATES FROM A THIRD WORLD PERSPECTIVE

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When local school board elections occur in urban communities, Third World educators (highly visible ethnic groups - Blacks, Latinos, Native Americans, Asian Americans) must work closely with the Third World community and other allies to make certain that the most meaningful candidates for the Third World communities are elected.

To facilitate th realization of this objective a criteria checklist has been developed which can be used to assess the worth and worthiness of local school board candidates from a Third World perspective. This criteria checklist is divided into ten sections: Accountability, Community, Curriculum, Desegregation, Inservice, Leadership, Parents, School Finance, Students, and Teachers. Each section contains behavioral criteria which speak to the levels of commitment or action that a local board candidate from a Third World perspective should exemplify in a given area. The ratings for candidates by this criteria are: "Outstanding", "Favorable", "Average", and "Unacceptable".

Computing the Score

Please note that, in order for a candidate to score "outstanding" or "favorable", she or he must obtain a minimum score of 70% or more in each section. For example, if a candidate received a score of 100% in Curriculum section and 33 1/3% in the student section, she or he could not acquire an overall score of "favorable" or "outstanding" because a candidate needs to score minimally 70% to be eligible for an overall score of "favorable" or "outstanding." Further, any section score that is below 70% becomes a negative score. The section score that is below 70% is substracted from 100% (each section having the potential of a 100% score) and becomes a negative score that is later subtracted from the sum of the total ten section scores before the overall score is computed. For example, if a candidate receives 33 1/3% in the Parent Teacher Conference Section and 33 1/3% in the Student Section, in each case 33 1/3% is subtracted from 100% (100% being the potential score for each section) with each of these sections having the negative score of -66 2/3%. After the sum of the other eight section scores are totaled together, the Parent-Teacher Conference score of -66 2/3% and the Student section score of -66 2/3% are subtracted from the total sum of the other eight section scores. This totalled sum is divided by ten (there are ten sections) which gives the overall score. If there are no section scores less than 70%, proceed to total the section scores and divide that number by ten which will give you the overall score.

The scoring scale is as follows:

80 and above - Outstanding
70 - 79 - Favorable
65 - 69 - Average
0 - 64 - Unacceptable

Each criterion in the respective sections is assessed in such a way that the section's total value will always be 100%. For example, if a section like "Accountability" has four criteria, each criterion is worth 25% with the section's value totalling 100%. Please note that no criterion can be scored *less* than the listed value. If a candidate's response to a given criterion is rated less than the listed value, the score for that criterion is zero.

THE CRITERIA CHECKLIST

Each local board of education candidate is to be assessed by each of the behaviorial criteria which will when scored and computed reflect the worth and worthiness of the board candidate to the Third World Community.

Check the appropriate line which best describes the candidate's levels of commitment and/or action in a given section. Then, compute the score as directed in the introduction section titled "Computing the Score."

Criteria Values	Section	Criteria
	1. Accountability	
(25%)	a._____	Demonstrated a willingness to meet with the community on a periodic basis (excluding regular board meetings) during her or his tenure if elected.
(25%)	b._____	Has a specific plan to implement (a).
(25%)	c._____	Will be attending at least 90% of the board meetings.
(25%)	d._____	Willing to be evaluated (recalled, unelected, re-elected) on the basis of how well she or he implemented her or his program.
	2. Community	
(33-1/3%)	a._____	Demonstrated an awareness of the need for greater community involvement in the schools.
(33-1/3%)	b._____	Demonstrated a commitment to "grass root" community programs.
(33-1/3%)	c._____	Believes that the composition of the board of education should proportionately reflect the various ethnic groups of the community served or the various ethnic groups comprising the student body - whichever is greatest.
	3. Curriculum	(If the community has a bilingual population make use of criterion "f", otherwise omit. If used, each criterion will be scored 16 2/3%)
(20%)	a._____	Demonstrated a sensitivity to the need for the school curriculum to reflect the dignity and worth of Third World people.
(20%)	b._____	Committed to having career education implemented throughout the grades absent of racism and sexism.
(20%)	c._____	Committed to having the procedure for placing students into special education classes (particularly emotionally impaired, mentally retarded Type A and Mentally retarded Type B) and the procedure for mainstreaming (re-entry into general curriculum classes) critically analyzed for appropriateness and worth in effectively assisting these youngsters in their educational growth.

(20%) d._____ Committed to establishing as a norm learning situations where youngsters learn at their own rate (individualized instruction) and from each other ("family grouping","multiple age grouping", "cross age grouping", etc.)

(20%) e._____ Committed to requesting the service of the Minority Affairs Division of the Michigan Education Association and other appropriate agencies to assist the school district in establishing a curriculum that is free of racism and sexism.

f._____ Committed to having bilingual/bicultural instruction as a basic component of the curriculum. This criterion is only applicable if the community in question is bilingual.

4. Desegregation

(33-1/3%) a._____ Believes that school desegregation is one option to segregation.

(33-1/3%) b._____ Believes that mixing Third World Children with White children in schools is of little consequence if modifications are not made in the school's governance structure, personnel, curriculum, student leadership development experiences, etc., to reflect meaningfully and minimally the Third World Community proportionate to its community population or student population - whichever is greatest.

(33-1/3%) c._____ Should a school desegregation order be issued, he or she is committed to implementing that order with care and justice.

5. Inservices

(25%) a._____ Believes inservice training should focus on the findings of a needs assessment analysis of the total staff.

(25%) b._____ Believes that inservice training should involve the total school staff (degreed and non-degreed).

(25%) c._____ Believes that inservice training should be on a sustaining basis on a "shared time" basis with the Board of education in addition to earmarking "X" number of days for inservice will in addition contribute one hour of work time for every hour the school personnel gives of its personal time for inservice training.

(25%) d._____ Believes inservice training should be credit bearing or incentive oriented whereas the school district grants inservice participants "credits" or "points" that can accumulate to a predetermined number and result in the school personnel's salary being increased.

6. Leadership

(16-2/3%) a._____ Capable of following an effort through to its conclusion.

(16-2/3%) b._____ Capable of functioning under stress.

(16-2/3%) c._____Capable of functioning for the benefit of the total community.

(16-2/3%) d._____Capable of conceptualizing new and substantive ideas.

(16-2/3%) e._____Have thought through some ideas and plans that can make schools more effective and efficient.

(16-2/3%) f._____Demonstrated an understanding of the pertinent educational issues confronting Third World people.

7. Parent — Teacher Conference

(33-1/3%) a._____Believes that the present reporting system and the parent-teacher conferences are ineffective.

(33-1/3%) b._____Believes that teachers should be given time during the school day to visit with parents or guardian and students at the student's home.

(33-1/3%) c._____Shared substantive ideas as to how to minimize the anxiety and "unwanted" feelings some parents have experienced when they visit the school.

8. School Finance

(33-1/3%) a._____Demonstrated a basic understanding of the working of financing public schools.

(33-1/3%) b._____Demonstrated a willingness to become more knowledgeable of school finance and was able to share some of the ways he or she plan to pursue this.

(33-1/3%) c._____Demonstrated a commitment to working for the reform of the property tax as a primary means of financing public schools.

9. School Governance

(50%) a._____Committed to the notion that every policy making body in the school district should reflect minimally the proportion of groups comprising the school community.

(50%) b._____Committed to the notion that every level of employment in the school district should reflect minimally the proportion of the groups comprising the school community.

10. Students

(33 1/3%) a._____Demonstrated a commitment to due process for students.

(33 1/3%) b._____Demonstrated a commitment to community youth programs.

(33 1/3%) c._____Demonstrated a commitment to develop policy that will allow greater input by students to determine the nature of the educational programs affecting them.

11. Teachers

(25%) a._____Believes that public employees have the right to organize as labor bodies and enter into collective bargaining to determine their working conditions.

(25%) b._____Believes that public employees have the right to strike.

(25%) c._____Believes that teachers have a right to due process.

(25%) d._____Believes that teachers are public employees rather than public servants.

Process

To maximize the effectiveness of this document it is advised that Third World educators do the following:

1. Establish an interview team. A minimum of ten persons should be chosen to constitute an interview team which will process, implement and score the Criteria Checklist in evaluating local board candidates. These persons should represent the broad spectrum of the Third World Community, i.e., educators, parents, students, retirees, ministers, church mothers and deacons, business persons, welfare persons, factory workers, etc.

2. Select a coordinator for the interview team. She or he will coordinate the efforts of the interview team in its preparation and implementation of evaluating local board candidates.

3. Hold an orientation session for the Interview Team to prepare them to implement their task.

4. On a separate sheet of paper convert all of the criteria checklist statements for each section into questions. For example, under "Accountability" section criterion "a" reads: "Demonstrated a willingness to meet with the community on a periodic basis (excluding regular board meetings) during her or his tenure if elected." When converted to a question it will read... "Will you meet with community people - 'grass root' people - outside of the regular board meetings?" "If so, explain that need and the possible nature of those meetings."

5. Each Interview Team member is assigned a section. This person becomes responsible for assuring that each criterion of his section is raised as a question to the local board candidates and scored. She or he is to secure one other person outside of the Interview Team's membership to assist in this effort. The Interview Team members are responsible for orienting and training those who assist them.

6. Schedule "Show and Tell" hearings to interview local board candidates. If your Third World Educator's Caucus has not been active it should coalesce with and/or encourage other community groups to join together and adopt the Criteria Checklist. These hearings should be held when and where the maximum population of the Third World population can attend and be comfortable being themselves.

7. After the hearing(s), compute the scores and ratings for each board candidate.

8. Hold a news conference. Following the format of the statement on the back page of this document, the Coordinators of the Interview Team are to develop a news release. Other pertinent tasks that these two must coordinate are:

   a. Make multiple copies of news release.

   b. Secure a location for conducting news conference. This should be a location where a sizeable number of Third World Educators can attend and feel comfortable. This news conference should be scheduled at such a time that the maximum number of Third World Educators can attend.

   c. Contact all of the local media (television, radio, newspaper) and announce:

      1) Who you are?(your name, title, the name of the organization you represent and its purpose...)
      2) What you are going to do? Conduct a news conference.
      3) Purpose of news conference? Report on your organization's assessment of the candidacy of the persons running for board of education.
      4) State where and when news conference is to take place.
      5) Extend an invitation to the reporter to attend news conference.

   d. Be prompt in getting to the news conference site. It is recommended that you arrive at least forty-five minutes before the news conference is scheduled so as to take care of any unexpected occurrences.

   e. Be certain you have the copies of the news release.

   f. Wait for the news media and audience and at the appropriate time, distribute and read release.

   g. Field questions from media. Beware of questions that attempt to negate the importance of your actions by seeking to establish how many people you represent.

   h. Once the news conference is over be certain to forward copies of your news release to the following:

      1) The news media who did not show for the news conference.
      2) Local civic organizations
      3) Local community groups.
      4) Local ministers

9. Follow up on News Conference

Request to appear before the following groups to present Third World Educator's purposes and processes in evaluating board candidates (take copies of news release with you if you should still have copies):

a. N.A.A.C.P.
b. Urban League
c. Sororities
d. Fraternities
e. Parent-Teacher Organizations
f. Block clubs.

NEWS RELEASE AND/OR LETTER TO THE EDITOR

Because we are greatly concerned with the students of this community having the best possible educational opportunity, we, the (City) Third World Educators have initiated and implemented a process to evaluate the worth and worthiness of local school board candidates. It is here that the ultimate of local educational leadership preside and decisions are made that establish the complexion and effectiveness of our schools. Correspondingly, it is here that the ultimate of local educational accountability must rest.

Through our efforts we hope to assist in bringing to the membership of our local board of education those persons who can make a viable positive difference. A difference that will result in our children achieving higher and feeling good about themselves; a difference that will result in a school curriculum that includes the dignity and worth of Third World people; aA difference that will result in an enhanced teacher image; and finally a difference that will result in a school system and school board that is respective of, responsive to, and meaningful for all people.

To that end the Third World Educators of (City) have met with, interviewed, and rated the candidates for the board of education.

The rating of each board candidate is as follows:

Name of Candidate	Rating

The (city) Third World Educators